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ABSTRACT

In an effort to provide students with instruction in academic writing early in their college careers, a project was undertaken to link a developmental composition course to an introductory psychology course at Washington's Bellevue College. The two professors designed a sequence of four papers offering practice in two of the more common academic writing forms: exposition and experiment write-up. For each type, students wrote two papers, one simpler and one more complex. The first expository assignment involved the application of a psychological theory to a set of facts, while the second required students to apply several theories of learning to a case study regarding a boy who is afraid of school. The third paper, which represented a simple write-up of an experiment, required students to perform a test of children's cognitive development and relate results. The fourth paper, the more complex write-up, involved the design, execution, and write-up of a field experiment. Although the project had drawbacks, including the high burden for grading papers placed on the psychology instructor, it was successful in providing students with much needed guidance in academic writing. Course materials, including the four paper assignments and a homework assignment asking students to locate a primary journal article and discuss its structure in groups, are appended. (HAA)

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ED 403 006

Spreading the Word: Providing Composition Instruction Through Links with Social Science Classes

Robin L. Jeffers

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Spreading the Word: Providing Developmental Composition Instruction Through Links with Social Science Classes.

Robin L. Jeffers
Bellevue Community College

At most colleges new students have trouble getting immediate instruction in academic writing. By the time they register, all the composition classes have filled. Instead, they often end up in introductory discipline classes. Instructors in these courses who assign writing face frustrating results--the students simply don't know about academic writing.

Attempting a solution to this problem—a small fix, but something at least—I designed a way to offer some of these students instruction in basic academic exposition. One fall quarter I linked my developmental composition course to two sections of an introductory psychology course (both sections taught by the same instructor). Of the eighty-four psychology students only the twenty-two who had enrolled in my linked class would receive daily composition instruction. However, all eighty-four would have to write the four papers assigned in psychology, and so would probably appreciate any help they could get.

I chose the psychology course for two reasons—it would attract the population I wanted to work with, and I already knew the territory. The psychology instructor, Dr. Helen Taylor, and I had linked our classes before, but had worked instead with a college-transfer composition class. During that link we discovered that our assignments were far too complex for the students.

When we linked this time, Dr. Taylor and I set out to rectify the original problems. Changing the level of the linked composition course from college-transfer to developmental forced us to simplify the writing assignments. Instead of thinking only in terms of the psychology material, we began to consider our inexperienced students' skill level. To help them we designed a sequence of four papers that would offer practice in two of the more common academic writing forms—exposition and an experiment write-up (see packet for the actual assignments). For each type students wrote two papers—one simpler and one more complex. In the first expository assignment students applied a theory to a short set of "facts" (actually, an excerpt from a novel).* The more complex, second expository assignment had them choosing amongst three theories to explain the behavior described in a case study. For the first experimental write-up all students performed the same experiment—a test of children's cognitive development. For the second students worked in pairs to design and perform their own experiment, but wrote up their results separately.

Dr. Taylor and I worked together to prepare the students. She devoted class time to each assignment, explaining the psychology requirements and then

answering student questions as they came up. For my part, I made one "brief cameo appearance" (about fifteen minutes) per assignment. If I was introducing the form of writing, I clarified basic format requirements. With the expository assignment, that meant talking about thesis statements, topic sentences, and making and supporting assertions. To introduce the report write-up, I built on students' familiarity with the expository form and talked about organizational differences: the evidence, for instance, would now go in "Results," but the assertion they would make based on that evidence would have to go in "Discussion." When we worked on a form for the second time, I focused instead on the mistakes students had made the first time through—refining directions, clarifying misunderstandings, showing successful work. As one would expect, the second time students used a form, they did so much more successfully.

That there are drawbacks to this kind of instruction goes without saying. Oversimplification of complex tasks is inevitable; the discipline teacher carries too great a paper-grading burden. Had we worked with just one psychology section instead of two, she would still have graded twice as many papers as I did.

But I think the basic model accomplished what I intended. It provided the discipline teacher as well as the students in that course with some much needed help. While students learned just enough to help them along until they could get proper instruction, the teacher now understands why students in this course have had trouble writing papers. That information is crucial: we cannot reasonably expect our colleagues in the disciplines to assign much writing if all they encounter as a result is frustration. But if we find ways to help those teachers, they may again see student writing as mutually beneficial, not merely burdensome.

*Kiniry, Malcom and Mike Rose. Critical Strategies for Academic Thinking and Writing. 2nd ed. Boston: Bedford Books, 1993, pp. 277-279.

Spreading the Word:
Providing Composition Instruction Through Links
With Social Science Classes

Presented at the Community College Humanities Assoc. Conference
San Francisco Nov. 8, 1996

Robin Jeffers, English Instructor
Dr. Helen Taylor, Psychology Instructor
Bellevue Community College, Bellevue, Washington

CONTENTS OF PACKET

Sample assignments required in an introductory psychology class linked with an English composition class (1/4 of the psychology students were also enrolled in the English class):

- Paper #1: The Stockholm syndrome: Application of a theory to a set of "facts" (excerpt from a novel), with evaluation sheet
- Paper #2: Case Study Analysis: Application of several theories (of learning) to a set of facts (case study of a boy with school phobia)
- Homework Assignment: Locate primary journal article in psychology and discuss its structure in groups
- Paper #3: Piaget Experiment: Simple test of a theory using scientific process and writing format, with evaluation sheet
- Paper #4: Designing an Experiment: More complex design, execution, and write-up of a field experiment with proposal form and evaluation sheet

PSYCHOLOGY 100
DR. HELEN TAYLOR

PAPER #1:THE STOCKHOLM SYNDROME

Content of essay discussed: Wednesday, 9/20
Form of essay discussed: Monday, 9/25
Length: 1 1/2-2 pages, typed, double-spaced
Due: Friday, 9/29

On the back of this page are two short pieces of writing--an excerpt from *Time* magazine describing how hostages and their captors sometimes act, and an excerpt from a novel, *The Collector*, in which a young woman thinks about her relationship with the man who kidnapped her and has kept her captive for some months.
Question: To what degree Is the Stockholm syndrome operating in the relationship described in *The Collector*, or is it not operating at all?

Objectives of the assignment

- Practice in using a theory (the Stockholm syndrome) to examine/explain a set of "facts" (*The Collector*)
- Practice distinguishing between knowing something and surmising based on what you know.
- Practice in using evidence (what you know) to support your argument (what you surmise)

Preparation

- Read the two excerpts.
- Go back and reread them, underlining as you go:
  For the Stockholm syndrome, underline the behaviors characteristic of the syndrome.
  For *The Collector*, underline places that show behavior that is, is sort of, or is not typical of the Stockholm syndrome.
- Decide what position you want to take based on the evidence you have found.

Write-up

In the introduction (the first paragraph) you should

- explain the theory (the Stockholm syndrome).
- introduce the "facts" (*The Collector*) to which you will apply the theory.
- state your position.

In the body paragraphs you MAY

- focus on one of the behaviors characteristic of the SS, per paragraph

you MUST

- provide evidence (what you know) from *The Collector* to support your claim as to whether or not that behavior is present in *The Collector*
- explain what that evidence is leading you to surmise

Most hostages suffer some degree of psychological damage, a mix of helplessness, fear, rage, and a sense of abandonment. . . . One sign of stress is known as the "Stockholm syndrome." ... The syndrome is a kind of bonding between captors and captives, and is named for a Stockholm bank robbery in 1973 in which the hostages came to idolize their captors and ultimately refused to testify against them. In some cases, hostages have reportedly fallen in love with their jailers of the opposite sex, and the captors have become protective of their hostages. "When someone captures you, he places you in an infantile position," says Dr. Frank Ochberg, director of the Michigan Department of Mental Health. "It sets the stage for love as a response to infantile terror — he could kill you but he doesn't, and you are grateful."

— *Time*, December 24, 1979

I picked up my knitting and put it away. When I looked round he was standing there with his mouth open, trying to say something. And I knew I'd hurt him. I know he deserves to be hurt, but there it is. I've hurt him. He looked *so* glum. And I remembered he'd let me go out in the garden. I felt mean.

I went to him and said I was sorry and held out my hand, but he wouldn't take it. It was queer, he really had a sort of dignity, he was really hurt (perhaps that was it) and showing it. So I took his arm and made him sit down again, and I said, I'm going to tell you a fairy story.

Once upon a time (I said, and he stared bitterly bitterly at the floor) there was a very ugly monster who captured a princess and put her in a dungeon in his castle. Every evening he made her sit with him and ordered her to say to him, "You are very handsome, my lord," and every evening she said, "You are very ugly, you monster." And then the monster looked very hurt and sad and stared at the floor. So one evening the princess said, "If you do this thing and that thing you might be handsome," but the monster said, "I can't, I can't." The princess said, "Try, try." But the monster said, "I can't, I can't." Every evening it was the same. He asked her to lie, and she wouldn't. So the princess began to think that he really enjoyed being a monster and very ugly. Then one day she saw he was crying when she'd told him, for the fiftieth time, that he was ugly. So she said, "You can become very handsome if you do just one thing. Will you do it?" Yes, he said, at last, he would try to do it. So she said, then set me free. And he set her free. And suddenly, he wasn't ugly any more, he was a prince who had been bewitched. And he followed the princess out of the castle. And they both lived happily ever afterwards.

I knew it was silly as I was saying it. Fey. He didn't speak, he kept staring down.

I said, now it's your turn to tell a fairy story.

He just said, I love you.

And yes, he had more dignity than I did then and I felt small, mean. Always sneering at him, jabbing him, hating him and showing it. It was funny, we sat in silence facing each other and I had a feeling I've had once or twice before, of the most peculiar closeness to him — *not* love or attraction or sympathy in any way. But linked destiny. Like being shipwrecked on an island — a raft — together. In *every* way not wanting to be together. But together.

I feel the sadness of his life, too, terribly. And of those of his miserable aunt and his cousin and their relatives in Australia. The great dull hopeless weight of it.

— John Fowles, *The Collector*

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EVALUATION SHEET

PSYCH. 100
TAYLOR

NAME:_____

PAPER #1

In order to get a "pass" on this paper, did you:

1. Take a stand on whether or not the Stockholm Syndrome applies to the excerpt from "The Collector?" _____Yes _____No

2. Use evidence from the story to support your stand?

_____Yes _____No

3. Talk about the presence or absence of specific behaviors that make up the Stockholm Syndrome? _____Yes_____No

4. Explain your evidence? _____Yes _____No

5. Turn in a typed, double-spaced, proofread paper on time?

_____Yes _____No

PSYCHOLOGY 100
DR. HELEN TAYLOR

PAPER #2
CASE STUDY ANALYSIS

Content of paper discussed: Monday, 10/9
Form of paper discussed: Monday, 10/16
Length: 1 1/2 to 3 pages, typed, double-spaced
Due: Friday, 10/20

Assignment

You have been given a description of Robert, a boy who has been diagnosed with school phobia. In Chapter 8, Myers describes several major theories of learning: classical conditioning, operant conditioning, and observational learning. Your assignment in this second essay is to apply one or more of these learning principles to Robert's case.

Specifically, you are to analyze the case study and provide an explanation for how Robert "learned" to be afraid of school. You must select the principles of classical conditioning, operant conditioning, and/or observational learning that you believe offer the best explanation for Robert's problem, and support your selection with examples.

Objectives of the Assignment:

* Practice in using several theories (classical conditioning, operant conditioning, observational learning) to explain a set of "facts" (Robert's phobia).

* Further practice in using evidence (what you know) to support your argument (what you surmise).

* Increased understanding of the psychological principles of learning through application to a "real life" situation.

Suggestions for Approaching the Assignment:

There are no specific "right" answers for this paper; the essay will be evaluated on your ability to apply the principles of learning to the case study and to justify your choice of explanations. It would be helpful to reread chapter 8 to make sure you understand the principles involved in the learning theories, and then read the case study with an eye for the sources of Robert's problem. Feel free to discuss the assignment in groups and to consult with the instructor(s). Specific suggestions for the form of the paper will be presented in class.

CASE STUDY: ROBERT

PAPER #2

Robert is a nice-looking, curly haired, underweight eight-year-old, now in the second grade, who has always been very much afraid of school. Robert has recently been referred for psychological treatment for his "school phobia."

Behavior Pattern

Every evening before a school day, Robert would develop a stomach ache at dinner time and pick morosely at his food. He would often twitch and shudder while at the dinner table, and seemed unable to control his anxiety. Bedtime offered little solace. When Robert could not fall asleep and burst into tears, his mother would get into bed with him and tell him stories to take his mind off school.

The next morning, Robert would begin pacing by 6 a.m., waking up the household. He would spend the morning in the kitchen, rubbing his stomach and occasionally dashing into the bathroom to vomit. His mother would plead, cajole, and promise him rewards if only he would have a glass of milk and go to school.

When it was time to go to school, Robert had to be pushed out of the apartment. His tearful pleading and complaints of bodily ills sometimes led to his mother relenting and letting him stay home with her. When Robert did make his way miserably to school, usually forced by his father, he typically settled down by lunchtime, but not without a visit from his mother. She would come to school at recess with a container of milk and some cookies, having made this "deal" with Robert before he left in the morning.

Robert, who was thin and almost emaciated in appearance, had difficulty keeping up with his classmates on the sports field, although he performed well academically. He generally avoided his peers, preferring to stay to himself. His teacher was fair-minded but rather cold, and tended to chide Robert for his "childish fears."

Robert could not express, even to his mother, how terrified school made him. The building itself was like a haunted house to him, with a stony exterior and

grim, gray walls. He feared not only going to school, but leaving his neighborhood or going to a friend's house.

Social History

Robert was the younger of two sons; his brother was six years his senior and at least outwardly much more jovial and optimistic. His father, Mr. Berg, was a self-employed insurance agent and constantly worried about money. His mother had left her job as a bank teller when she had children, and frequently expressed fear about ever returning to the work world even though money was tight for the family. Robert's home life was tense, with many discussions about the need for the boys to achieve as well as about the lack of financial security. There were frequent, and bitter, comparisons made with his cousins, who were well-off and lived in a "better" section of town.

While Robert's father was stern and somewhat demanding, his mother gave a seemingly endless outpouring of love and affection to the boys. Robert's brother seemed to respond positively to this affection but Robert somehow experienced the affection as pressure. He worried from early childhood whether his mother would still love him if he was not "good."

Robert was afraid of school from the very outset. On the first day of kindergarten, a clerical error resulted in Robert beginning the day in the wrong classroom; it took several hours for the situation to be resolved and for Robert to arrive in the correct class. When his teacher asked the children to try any task, Robert responded less like a 5-year-old and more like a goal-directed medical student. His teacher noticed in the first few days of kindergarten that Robert was very serious and very dependent on her approval. His teacher would occasionally become overwhelmed with the demands of so many children and snap at Robert, which seemed to wound him deeply. He began to sit in the front of the room, hands folded tightly in his lap, eager to make the impression that he was a "good boy."

First grade brought further trauma. Robert became ill during the first week of class, and never felt like he could catch up with the rest of the class. He

experienced any request from the teacher as a critical demand. In addition, one of the larger children in class frequently bullied and teased Robert until he cried. He began his habit of watching the clock until he could escape and go home.

This pattern of anxiety and avoidance persisted until the middle of the second grade, when a visit to the family doctor resulted in a referral for psychological treatment.

Psych. 100
Dr. Taylor

Homework Assignment

Due: Friday, Oct. 27

Your assignment for Friday is to go to the Library and xerox a copy of an article from a professional psychology journal (list attached). It doesn't matter what the article is about, so long as it is a primary source article (authors did the research; article has an abstract, methods section, statistics, etc.). We'll be using the articles in the class on Friday to see how a research paper (like Papers 3 & 4) are structured. No other writing required--just bring the article and read it before you come to class. Read it to understand its form, rather than understanding its content.

PSYCHOLOGY 100
DR. HELEN TAYLOR

PAPER #3
PIAGET EXPERIMENT

Content of paper discussed: Monday, 10/23
Form of paper discussed: Monday, 11/6
Length: 1 1/2 to 3 pages
Due: Thursday, 11/9

INTRODUCTION

According to Piaget (Ch. 3 in Myers), there is an orderly sequence of cognitive development. One milestone of cognitive development involves conservation, Piaget's term for the ability to recognize that certain properties of objects, such as their volume or mass, do not change despite changes in the object's appearance. Children in the preoperational period of cognitive development do not understand the principles of conservation because they are unable to visualize what happened before (how the object was transformed) and what would happen if you reversed the process (put the object back in its old form). Children in the concrete operational period experience a shift in conceptual understanding and are able to understand conservation. In this assignment, you will evaluate conservation by volume by repeating Piaget's experimental task.

OBJECTIVES OF THE ASSIGNMENT:

* **To provide students with an experience in field testing a theory using the scientific process.**

* **To practice writing a paper with a formlastructure similar to professional psychology articles.**

* **To increase understanding of cognitive development principles by observing the thinking process in children.**

EXPERIMENTAL PROCEDURE

SUBJECTS: Locate four children, two in the preoperational period (aged two to seven, although four or five-year-olds would be best) and two in the concrete

operations period (aged seven to eleven). Make sure to get their parents' permission.

Note: You may collect data from the same subjects with a partner from class; the experiment should only be run once with each child. You can use the same data (observations) as your partner, but each of you will need to do the write-up.

Experimental Procedure, cont.

If you have difficulty locating preoperational-aged children, contact the BCC Day Care Center or Head Start program.

MATERIALS: You will need three glasses or pitchers. Two should be the exact same size and one should be able to hold as much liquid but it should be taller and narrower. You will also need enough water or juice to fill the two identical glasses with the same amount.

PROCEDURE: Test each child separately. Put the three glasses on a table in front of the child. Fill the two identical glasses with the exact same amount of liquid. Ask the child to tell you if the amount is the same in both glasses and adjust the amount until you get a "yes." Next pour the liquid from one of the glasses into the tall narrow one. Ask the child if one of the glasses has more liquid than the other or if they both have the same amount, and why. Write down or record all the answers. Repeat the experiment with each child. No matter what happens thank and praise the children for their participation at the end of the experiment.

WRITE-UP

After completion of the experiment, write up the results using the following format:

ABSTRACT: A two to three sentence summary of the procedure and the results.

INTRODUCTION: A paragraph describing the purpose of your study, the theory being tested, and your hypothesis before the experiment started.

METHOD: One or two paragraphs describing your subjects (how they were selected, ages, gender, any other pertinent information), materials (what did

you use), and procedure (exactly what did you do, where, what did you say). Remember the principle of replicability here.

RESULTS: Objective description of your results, using numbers as well as comments by the children.

DISCUSSION: Your interpretation of the results. Did the thinking of the preoperational children differ from that of the concrete operational children? Did your findings support or disconfirm Piaget's theory (avoid the word "prove")? Are there alternative explanations for what happened? How might the experiment have been improved?

PSYCHOLOGY 100
DR. HELEN TAYLOR

PAPER #3
PIAGET EXPERIMENT

EVALUATION OF PAPER 3:

Paper had the following components:

ABSTRACT: A two to three sentence summary of the procedure and the results.

INTRODUCTION: A paragraph describing the **purpose** of your study, the **theory** being tested, and your **hypothesis** (stated in the past tense) before the experiment started.

METHOD: One or two paragraphs describing your **subjects** (how they were selected, ages, gender, any other pertinent information), **materials** (what did you use), and **procedure** (exactly what did you do, where, what did you say). Remember the principle of replicability here.

RESULTS: Objective description of your results, using numbers as well as comments by the children.

DISCUSSION: Your **interpretation** of the results. Did the thinking of the preoperational children differ from that of the concrete operational children? Did your findings support or disconfirm Piaget's theory (avoid the word "prove")? Are there alternative explanations for what happened? How might the experiment have been improved?

Paper was:

Turned in on time

Used headings as noted above

Typed, double-spaced, proofread for errors

Comments:

Grade:

PSYCHOLOGY 100
DR. HELEN TAYLOR

PAPER #4

DESIGNING A PSYCHOLOGY EXPERIMENT

ASSIGNMENT

Like Paper #3, for Paper #4 you will need to plan, carry out, and write up a psychology experiment. Before you begin, it may be helpful to review "Experimentation" beginning on page 25 in your text. In an experiment, you set up a situation in which you vary one of the elements to see if it has an effect on behavior. For this project, you need to set up a simple field experiment to answer a question of interest.

In your experiment, your independent variable (the element that you vary) must be varied systematically (by you) in at least two ways. You must use a minimum of 10 subjects to observe per condition (in other words, if you vary your independent variable in 2 ways, you will need at least 20 subjects; if you vary your independent variable in 3 ways, you will need 30 subjects). It is also possible at times to use 10 subjects, exposing each to both conditions of the independent variable. In all conditions, you will observe the effect of the independent variable on an identified dependent variable. By the way, it's O.K. if you observe no difference between conditions; as scientists, we are interested in that finding as well.

You will need to plan and execute your experiment with a partner from class. It is often easier to work with others so that one person can freely observe and record events while the other systematically varies the situation. Then you can switch roles. Ideally, you should each take on all roles so you can experience observing and "acting" in the experiment. You will design and carry out the experiment together and use the same data in your write-up. You will submit a single proposal but you will write your papers independently.

In sum, you and your partner will plan, propose, carry out, and record the experiment TOGETHER; you will each turn in a write-up written SEPARATELY. You will be graded on your individual papers.

PROPOSAL

You MUST turn in a written proposal for your experiment and receive approval from the instructor before beginning to collect your data. The proposal form is on a separate handout and must be turned in by Monday, Oct. 30. Credit will NOT be given for experiments that were not approved in advance for feasibility and ethics purposes.

WRITE-UP

The majority of the grade for this assignment will be based upon your write-up. Your paper should be type-written (double-spaced, with at least one inch margins all around) and will be graded on clarity of presentation and understanding of experimental procedure. Follow the following format:

Title Page

This cover sheet should include a title for your project as well as your name and course identification.

Abstract

This short paragraph should summarize your purpose, method, and results in a few sentences so the reader has a picture of the total project (often best written after the rest of the paper).

Introduction

In this portion of the paper, identify the topic of your project and the general question about human nature you were attempting to answer (e.g. "are people more likely to be honest if they know they are being observed?"). This question should be broader than the specific conditions of your experiment. You may also include the reason you selected this area to study.

Normally, psychologists include an extensive "literature review" of previous research in this section, but we will omit that for this project. The introduction should include an overview of your experiment. Specifically, what was your independent variable? How was it (or each condition of it) operationally defined? What was your dependent variable? How was it measured (operationally defined)? Be sure to use these terms in your description.

Finally, the introduction should include your hypothesis, stated in the past tense.

Method

In this section, describe exactly what you did. How were subjects located and selected? How were they assigned to the two or more conditions of the experiment (how did you decide which order of conditions to use or which subjects received which condition)? Be careful not to use the word "randomly" unless you tell me how you randomly selected subjects and/or assigned them to conditions; "random" is a technical scientific term.

Describe your subjects in terms of number per condition, gender (within each condition), approximate ages, and any other demographic variable(s) you think important.

Methods, cont.

Describe the location of the study and exactly what you did (procedure). Specify the order of the independent variable conditions you used (Note: if you changed something visible, like your appearance or a sign, photographs are encouraged). Remember that replicability is one of the goals of research.

Results

Objectively report on your results and findings. The Appendix of your text may be helpful here, beginning on page A-O. Give the specifics for each trial and subject and then summarize the results for each condition. A table, figure, and/or graph is often helpful to aid the reader in getting an overview of the results and should be part of your results section. Results should be summarized in words as well, using quantifiable findings (e.g. totals, averages, per cents). Did the average for the conditions differ?

Discussion

Interpret your results in light of your original question. Was your hypothesis supported or not? Can you think of other factors that might explain your results (e.g. ran one condition on a weekday, the other on a weekend)? Are there alternative explanations for your results? Think in terms of factors that may have varied (by accident) at the same time as your independent variable. What steps might be needed to improve the procedure?

Papers should be 3-5 pages long, typed, double-spaced, with appropriate headings.

Since drafts will not be collected in the psychology class, you are encouraged to check with the instructor along the way with questions or for a brief skim of your drafted works. The final write-up must be turned in by Nov. 27. Late papers will lose 10 points for every day late. If time allows, you may be asked to briefly describe your results to the rest of the class soon after the paper is due.

PROPOSAL DUE: MONDAY, OCT. 30

PAPER DUE: MONDAY, NOV. 27

PSYCHOLOGY 100 NAME:

PAPER #4: EVALUATION SHEET

_____ Turned in adequate proposal and revisions on time

_____ Title Page

ABSTRACT

_____ Summarized purpose, method, results in a brief paragraph

INTRODUCTION

_____ Introduced topic/overview of experiment

_____ Described general question about human nature

_____ Independent variable? How was it (or each condition of it) operationally defined? Specifically called it the independent variable? (Note: if you changed something visible, like your appearance or the make of a car, photographs?)

_____ Dependent variable? How was it measured (operationally defined)? Specified it as the dependent variable?

_____ Hypothesis? Stated in past tense?

METHOD

_____ Described how subjects were selected and assigned to conditions of the independent variable.

_____ Described your subjects, in terms of number per condition, gender (within each condition), approximate ages, and any other demographic variable(s) you think important.

Procedure
_____ Described the location of the study and exactly what you did.

RESULTS

_____ Reported on your results and findings. Gave the specifics for each trial or subject and then summarized the results for each condition. Reported on the average, totals, or percents for each condition.

_____ Used an appropriate table and/or graph to illustrate your results.

DISCUSSION

_____ Interpreted your results in light of your original question. Identified other factors that might explain your results.

_____ Referred to hypothesis directly

_____ Headings used appropriately

_____ Paper looks professional, double-spaced, proofread for errors.

Bonus points for exceptional effort:

Comments: GRADE: